

**USING FLORIDA SCHOOL BULLETINS TO
IMPROVE THE TOTAL ELEMENTARY PROGRAM**

EVELYN SPACE GLOVER

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IMPROVE THE TOTAL ELEMENTARY PROGRAM

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E. S. G.

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CHAPTER I

STATEMENT OF THE PROBLEM

The Florida State Department of Education is doing a most commendable piece of work in the issuance of many excellent bulletins for the continuous improvement of instruction in its schools. However, without proper guidance in the use of the bulletins, much valuable assistance is lost. The purpose of this investigation is to find an effective means of using these bulletins as bases for improving the total elementary school program.

Faculty study groups are imperative to progress. In addition to inspiring teachers to launch upon a program of study, they create a stimulating environment by providing socializing experiences. Teachers, like children, learn by experience.¹

A democratic administration should attempt to facilitate continuous growth of individual and social personalities by providing opportunities for all persons to participate in activities which concern them; should provide means by which all may plan together, share their experiences, and evaluate their work; and should place the responsibility for making decisions

1. Robert Koopman and others, Democracy in School Administration, p. 179.

affecting the whole undertaking with the group rather than with one individual or with a few.²

Specific Problems

Any general consideration of a successful means of using state bulletins resolves itself into an analysis of these questions: (1) How can faculty study groups under the leadership of the principal be conducted so as to secure the teachers' interest in using these materials? (2) How can these materials be used to stimulate teacher growth through which pupil growth will be facilitated?

Definition of Terms

Course of Study - Printed manuals made available to the teachers to assist in directing the development of the curriculum.³ The traditional course of study consisting of a subject-matter outline might well pass out of our thinking.⁴

State Bulletins - Numerous bulletins on various phases of course of study problems. Since these are produced under the direction of the Courses of Study Committees, the terms "Course of Study" and "State Bulletins" are used interchangeably in this document.

Curriculum - All experiences under school direction which aid children in learning.⁵

2. Ibid., p. 3-4.

3. Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. 72.

4. A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, p. 390.

5. State Department of Education, "A Guide to Teaching in the Primary Grades," Bulletin No. 46, p. 7.

Pre-session - That portion of the ten months term which comes at the beginning of the school year when the principal and teachers are on duty before the children are enrolled.

Regular-session - The 180 day term during which the pupils are in attendance.

Post-session - That portion of the ten months' term which comes at the end of the school year after the children have completed their term.

Teaching - Those activities associated with a large group of duties which a teacher is called upon to perform, such as counseling students, working with a school staff, and living in a community, as well as those activities immediately associated with the direction of learning.⁶

Education - "is the process whereby the human organism is helped to advance through various stages of development from helpless infancy to responsible and self-directed activity."⁷

Functional Knowledge - "is an adaptive control of conduct which functions in such a way as to make the results of one experience freely available in other experiences."⁸

Delimitations

The study is limited to the use of materials which can be used in faculty study groups in elementary schools for a period equivalent to one school term in which provision is made for

6. Barr, Burton, and Brueckner, op. cit., p. 568.

7. Robert Hill Lane, The Teacher in the Modern Elementary School, p. 356.

8. William H. Burton, The Guidance of Learning Activities, p. 33.

sixteen meetings for study. This schedule may be adapted to pre-session, regular-session, and post-session periods. The plan followed in this study is composed of five meetings in the pre-session, with three being given to the study of philosophy and objectives and one each to the other topics, seven during the regular-session, and four in the post-session with two being given to evaluations. The topics cover a broad field in order to get an over-all picture but do not go deeply into any one topic.

Basic Assumptions - (1) That all teachers are more or less familiar with state bulletins; (2) that help is needed in developing a background for understanding the generalizations made in the bulletins; and (3) that help is needed in adapting and supplementing the material to meet local needs.

Basic Hypotheses - With proper guidance, teachers are improvable; and through improvement of teachers, desirable changes in pupil behavior are more likely to take place.

The Need for the Study - This study had its origin in the Cleveland Court Elementary School in Lakeland as a result of a felt need among the faculty members for an insight into the bulletins. It is hoped that other teachers also may profit by the study.

Cleveland Court School is a new school, having been opened in September, 1947. The principal was new in the position; several of the teachers had returned to service after having been away from the profession for several years; some had come in from other systems. There was a need for faculty study

groups for discussing and clarifying policies and professional problems within the school. The group was enthusiastic and eager to improve. The Florida Program for Improvement of Schools is based upon the principle that improvement is a continuous process and should be carried on through democratic participation of all concerned.⁹

The state bulletins were designed primarily for use in study groups as a means of enabling teachers to face intelligently the problems of adjusting the school program to meet community needs. The bulletins themselves serve as guides to keep all working in the same general direction. They challenge teachers to analyze their own philosophies of education and to study their pupils and their communities.¹⁰

The increase in the length of the school year by the addition of the tenth month of service for teachers had made possible a much needed time for study and reflection.

It is with these needs and opportunities in mind that this study is made.

Procedure Used in Collecting Data - The data used were collected over a period of one year and consist of state bulletins published between the years 1939 and 1948, current periodicals, professional books, and information gained from faculty study groups.

9. State Department of Education, "Ways to Better Instruction in Florida Schools," Bulletin No. 2, p. v.
10. Ibid., p. vi-vii.

Procedure Used in Treating Data - The procedure used is the group study and evaluation method in the use of state bulletins and supplementary materials and the writing up of ideas and practices that have proved to be practical in a particular situation and of expanding these to apply to similar situations.

The plan followed is that of in-service study, with topics taken up in the order suggested in this outline. The meetings begin in the pre-session period and continue throughout the school year and are set at a time agreed upon by the group. Topics are announced in advance and volunteers called upon to participate. The teachers study and discuss materials from the bulletins as suggested by the chart for each topic. Other teachers contribute supplementary materials from their reading and experiences. The principal adds such information from professional reading as will clarify ideas under consideration. There is provision for free expression of ideas and for the discussion of problems. Before the close of each meeting the next phase of study is considered and leaders are chosen. Teachers are encouraged to make evaluations constantly and to build adequate criteria for such measurement. The principal serves as a guide to keep the study pointed in such direction as will lead to the ultimate benefits for the pupils.

CHAPTER II

THE USE OF STATE BULLETINS IN PRE-SESSION FACULTY STUDY GROUPS

1. Recent Trends in Course of Study Construction

In order to give the teachers a better understanding of course of study construction practices, the principal provided the following information.

Traditional school practices treated the content of books and courses of study as facts which must be mastered. Small sections of content were studied and recited. Morrison dubbed as "lesson learning" such mastery of subject matter which failed to develop proper attitudes, appreciations, and understandings. The current efforts to improve courses of study are due to the continuance of the effort to improve teaching methods in the light of later investigations. Facts are important and need to be learned, but should be learned functionally and as subsidiaries to understandings which give meaning to the facts. Instead of knowledge in the form of isolated facts and memorized formulas there now appear many controls of conduct in the form of understandings, values, and skills.¹

1. William H. Burton, The Guidance of Learning Activities, pp. 24-30.

The traditional course of study consisted chiefly of subject-matter outlines. Earlier courses often went farther; later ones included suggestive teaching procedures and learning activities. At first subject-matter was regarded as of foremost importance. This limited idea has been discarded by educational leaders. The concept that the school can prepare the pupil for adult life through guiding him as he grows has become dominant. The attitudes, understandings, and skills needed by the child in the solution of daily problems prove to be similar to those he will need in future adult problems and must begin their development in the nursery and be continuous throughout school years. Modern teachers, instead of minimizing subject-matter, suggest that more of it be adapted to use by varying levels of interest and ability. The old practice of using one course of study is giving way to many publications of various types. The purpose of these bulletins developed by and for teachers is to stimulate the teacher to develop her own procedures in order to build a curriculum suited to her particular group of learners within the local setting.²

The Florida Program for Improvement of Schools involves a plan for the continuous preparation of materials which set up certain goals and objectives. The changing nature of society and the advances being made in psychology and other sciences demand that the school modify its program to meet the changing needs of individuals and of society.

2. A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, pp. 390-391.

This program began in 1939 with an extension of the cooperative school movement. Teachers and administrators were urged to make their needs known to the State Department by suggesting phases of the instructional program on which materials should be prepared.

The bulletins issued between 1939 and 1948 were prepared by committees of teachers working with consultants from the institutions of higher learning and with members of the State Department of Education³ and were designed to help teachers to improve their local school programs.

2. Helps in Determining the School's Philosophy and Objectives

Chart A.

| | |
|-------------|---------------|
| Bulletin 2. | Pages 38 - 86 |
| 9. | 17 - 45 |
| 9. | 76 - 84 |

Two meetings were devoted to this study of materials on Educational Philosophy and objectives.

John Dewey says that

Philosophy is thinking what the known demands of us--what responsive attitude it exacts. It is an idea of what is possible, not a record of accomplished fact. Hence it is hypothetical, like all thinking. It presents an assignment of something to be done--something to be tried. Its value lies not in furnishing solutions (which can be achieved only in action) but in

3. State Department of Education, "Ways to Better Instruction in Florida Schools," Bulletin No. 2, p. v-vii.

defining difficulties and suggesting methods for dealing with them. Philosophy might almost be described as thinking which has become conscious of itself--which has generalized its place, function, and value in experience.⁴

A philosophy of education may be described as being a synthesis or correlation of all knowledge and experience that can be brought to bear on a particular problem in the education of the individual.⁵

Every teacher has some philosophy of education, though many may never have stopped to formulate this philosophy. By giving this much thoughtful consideration one can teach better as a result of having a broadened perspective of educational problems that the philosophical tendency is likely to give. A sound philosophy of education gives motivation to the teacher's work and makes it more effective. The teacher's philosophy must be an integration of all knowledge and experience that she has gained in her preparation for and in the actual practice of teaching.

In America the primary objective of public education must be the effective participation in the social life of democracy. The teacher-philosopher looks behind the surface problems and overt behavior to seek their causes. She attempts to gain such a vision of the whole process of education and of the growth of the child as will serve to check the partial views of fragmentary experience and knowledge.⁶

4. John Dewey, Democracy and Education, p. 381.

5. Isaac Doughton, Modern Public Education, Its Philosophy and Background, pp. 37-38.

6. Ibid., pp. 38-40.

A program whose objectives are developed democratically must also be based on a concept that broad basic assumptions which are in complete accord with democratic principles and at the same time give full consideration to the learning process.

The assumptions underlying the Florida Program for the Improvement of Schools include:

1. The individual is unique, dynamic, and creative.
2. The environment is dynamic.
3. Learning is continuous and is a result of the interaction of the dynamic organism with the dynamic environment.
4. The growth of the individual is accomplished through his own activity; from birth and in every situation, he reacts as a whole to his total environmental influences.
5. Growth proceeds at a varying rate and intensity for different individuals. Likewise, rate and intensity of growth vary from time to time in each individual in accordance with the dynamic interaction of his capacities and environmental influences.
6. A democratic culture furnishes the most favorable conditions for optimum growth and satisfaction of the individual and of the group.⁷

Each pupil is a growing, developing individual with definite physical, psychological, and social needs. In the early years of the child's development, coordination of the large muscles is of great importance. Activities should be provided for bringing these muscles into play. A well-planned program which includes a balance between activity and rest is essential for the whole body of the child requires this rhythm. As the

7. Bulletin No. 2, op. cit., p. 51.

child grows older and accessory muscles begin to reach maturity, activities requiring more skill are in order. Teachers must be aware of the fact that children differ in the rates at which they develop coordination in the use of their muscles. Often there is as much as four to five years difference in the maturity levels of children who are the same age chronologically.

The rate of mental development does not necessarily coincide with the child's physical development. The mental age is dependent upon the interaction of heredity and environment. Because of the differences in the rate of mental maturation of individuals, varied experiences suited to the many levels of maturity and of intelligence should be provided if each child is to reach his optimum growth.⁸

Most of an individual's behavior is based on certain needs. The need for love and affection is basic. A feeling of belonging to the group is equally important. Ego and integrative needs include a belief in himself, the ability to face facts realistically with a proper balance between the ability to meet success and failure, and an increasing power of self-direction.⁹

The environment may be described as the natural and the man-made. The natural includes such things as soil, climate, and other physical aspects of the earth. The man-made environment of which the school is a part includes culture which

8. State Department of Education, "A Guide to Improved Practice in Florida School," Bulletin No. 9, pp. 28-36.

9. Henry J. Otto, Elementary School Organization and Administration, pp. 51-52.

embraces all the ways of feeling, thinking, and acting which distinguish one social group from another. It includes language, customs, attitudes, tools, and institutions. A baby is born into a culture through which he will acquire the characteristics which mark him as American, Chinese, French, or as a member of some other cultural group. What he lives, he becomes.

In his struggle for the good life man has searched for a way of living together that would furnish the greatest opportunity for his full development as an individual. Consequently, various group cultures have developed philosophies of life. The American people have had an abiding faith in democracy, in equal educational opportunity for all, and in the potentialities of the common man.

The materials for life purposes are supplied by nature; the use of these raw materials is determined by the culture. Each individual, as he comes under the influence of the culture, proceeds to influence that culture by his own creative activity.¹⁰

It is only through his own activity that an individual grows and develops. In reacting to a situation he does so as a complete organism with intellect, emotions, and skills closely interwoven. All behavior involves the organism as a whole.

Each individual is unique, purposive, and creative with potentialities different from all other human beings. Each develops at his own rate. Differences in a pupil's native ability

10. Bulletin No. 2, op. cit., pp. 38-42.

and in his immediate environment make for wide variations among individuals of the same age, so it is essential for the school to study both the stage of development and the social setting of each pupil.

Even though an individual is a unique organism, he learns and develops through social contacts and through adapting himself to his environment. What he learns depends on the degree of his maturation and upon the experiences he has had. He learns only that which has meaning and significance for him at that particular stage in his development.¹¹

When interest is present children are happier, learn more, and become better adjusted to others. Interest exists when there is an awareness of a need to be fulfilled. Unless this need is felt there can be no interest. Joint planning of the teacher and pupils helps to preserve continuity of learning experiences and gives the pupils a much more thorough understanding of the activities to follow.¹²

To be effective an educational program must aim toward definite goals. The absence of stated objectives leads to activity lacking value, which even conflicts with pupil needs, or which persists long after it has served its purpose. Objectives may be considered as referral points in the procedure of discovering and validating worth-while educational activity.¹³

Two types of objectives are worthy of consideration in any

11. Ibid., pp. 43-44.

12. Bulletin No. 9, op. cit., pp. 36-38.

13. Barr, Burton, Brueckner, op. cit., pp. 147-148.

educational program: (1) the general and more abstract objectives which provide a background for the school's activities and (2) the immediate individualized objectives of pupils, teachers, and other adults that should accompany day to day planning.¹⁴

The Florida Program for Improvement of Schools suggests several general objectives for faculty group study and consideration. Among these are:

1. To develop boys and girls who are socially sensitive. This includes a concern of society for each individual, and a concern on the part of the individual for the welfare of the whole group;

2. To develop boys and girls who strive for increasing control over those skills necessary for participation in a democracy. In order to be able to participate and contribute in a democracy, each person needs the ability to read and listen attentively, to speak and write effectively, to use definite mathematical skills, and to participate adequately in recreational activities. He also needs to have a clear conception of the ends for which these skills should be used by a socially sensitive individual;

3. To develop boys and girls who will strive for increasing control over the process of reflective thinking and of the scientific method.

Reflective thinking involves the finding and testing of

14. Ibid., p. 197.

meanings. Pupils should be given opportunities to check on hypotheses, to question data, to collect more relevant data, and to test the findings. No true reflective thinking can take place if the solution is known in advance;

4. To develop boys and girls who strive for increasing understanding and control over self and over the relations of self to other people.

Physical well-being and emotional stability are necessary if one is to partake joyfully as a member of society. Such participation necessitates sharing, exercising self-control, and ways of behaving that will bring about desirable relationships between the individual and his group; and

5. To develop boys and girls who will strive to produce and enjoy the processes and products of creative effort.

For an individual to participate in the richness of creative effort, he himself must be creative. Much personal satisfaction, including a release of tension, may be accomplished by taking part in creative work. Teachers must concern themselves not only with the final piece of handiwork or poem but also with the thinking that goes on in producing it.¹⁵

All of these general objectives may be applied individually to each subject area including language arts, social studies, science, numbers, art, music, and healthful living. Excellent explanations of these are given in Part II of Bulletin 9, A Guide to Improved Practice in Florida Elementary Schools.

15. Bulletin No. 9, op. cit., pp. 79-83.

After careful studies of the philosophy and objectives of the educational program, each teacher should examine her own beliefs in relation to them and should keep in mind that the final test of their effectiveness rests in desirable changes in pupil behavior.

The next meeting was given to the developing and reading of individual teacher philosophies, which were combined by the principal to form the school philosophy.

3. Educational Philosophy of Cleveland Court School

The teachers of Cleveland Court School believe in the equality of educational opportunity for all. That is, each individual has a right to be helped to achieve the best development of which he is capable.

Each pupil is an individual with specific physical, social, emotional, and mental needs. Any behavior involves the organism as a whole. Thinking, feeling, and acting are inseparable. Each person has his own pattern of learning, growth, and development; therefore all should not be expected to learn at the same rate nor to make adjustments to the group in like manner.

Efforts must be made to discover much about each pupil and to adapt materials and methods to his ability and interests. All misdemeanors ought to be investigated for underlying causes and relationships.

The school environment should take into full consideration the physical well being of the pupils. Proper light, heat, ventilation, seating, and cleanliness should be provided and a

balance between rest and activity be maintained.

Opportunities should be furnished for working together, playing together, and sharing experiences and possessions. There needs to be built within each child a concern for the welfare of the group as a whole and a regard of the group for each individual. This can best be done by democratic procedures within the classroom, by allowing pupils to participate in the formulation of policies, by placing responsibility on them for initiating and regulating certain activities, and by helping them to practice self-evaluation and self-control. Each must learn that when his own interests conflict with those of the group, the welfare of the group must take precedence.

Each person needs to believe in himself and to have a feeling of belonging to the group. These ends may be accomplished by studying the pupil's background and interests, and by giving him assignments that are within his ability to accomplish. All are capable of making some contribution.

While experiencing success is so important in the building of confidence, care must be taken that the child not get a distorted view of life. He must learn that success is not always possible; that failure is not inevitable. There must be a balance between success and failure.

It is through his own activity that a person grows and develops. Learning is not passive, therefore it is of vital importance to encourage reflective thinking, questioning, collecting illustrations and information, the constant making of evaluations, and the development of creative effort.

Since a person learns that which has meaning and interest for him at his particular stage of development, the program should be geared to the maturation and experiences of the individuals in the group and the work should be motivated by creating in the child an awareness of a need for the particular activity.

The facts of subject matter need to be taught understandingly and broadly. Pupils must be equipped with the tools and skills necessary for effective participation in a democracy. It is important that they be taught to read critically, to listen attentively, to use fundamental mathematical skills, to speak and write the English language correctly, and to comprehend the meaning and value of the democratic way of life.

Since the curriculum consists of all the experiences of the school which aid children in learning, the community's resources need to be utilized to broaden knowledge and increase understandings.

Efforts should be made to create in each child a greater sense of responsibility for the care of himself and of personal and public property by permitting the child to do more tasks and make more decisions for himself, by holding him accountable for his own actions, and by having him accept the consequences of his own successes and failures.

Certain attitudes of intolerance can be overcome and understandings of other nationalities, creeds, and economic groups built up by studying the reasons for their differences and by showing the contributions that other cultures have made and are

making to civilization.

It must be remembered that by helping boys and girls to face life realistically and to grow in knowledge and understanding, we are building better citizens.

The school is but one of the educational agencies of the community, state, and nation. All must work together for the betterment of society.

4. Making School Schedules

Chart B.

| | |
|-------------|---------------|
| Bulletin 9. | Pages 63 - 75 |
| 46. | 11 - 16 |
| 47. | 11 - 16 |

The daily schedule should be flexible enough to allow for modifications in daily planning but not so flexible as to be disintegrating.¹⁶

A good schedule makes for order in the day's activities and guides the procedure from one period to the next throughout the day. It attempts to give time to every important interest and need. It helps the learner to make the best use of his time.

A few relatively long periods of socialized activities are better than many short ones. Children need time to develop and

16. Bulletin No. 2, op. cit., p. 53.

carry out ideas, to get out materials, to work carefully, and to return articles to proper places.

A good program must be flexible so as to permit changes as new discoveries are made or new conditions for learning experiences arise.¹⁷

Certain principles of program making must be kept in mind. Muscular-coordination subjects should come after short periods of rest. The pupil is not physically fit for art or handwriting immediately after a period of vigorous exercise. Variety and enrichment in the day's program will make mental fatigue an unimportant factor. Learning is more effective where types of activity are varied from one period to the next. This variation may be achieved by alternating mental with physical activities, difficult with easy subjects, and work or study with play.¹⁸

The type of schedule suited to the classroom must be worked out by each teacher; however, some general suggestions should be followed. There should be time for large unit work at which time pupils see the relationships among things they have learned; there should be time for direct teaching for the development of skills and techniques; and there should be time for individual help for those pupils who have particular difficulties.¹⁹

17. Charles M. Reinoehl and Fred C. Ayer, Classroom Administration and Pupil Adjustment, pp. 85-86.

18. Ibid., pp. 100-101.

19. State Department of Education, "A Guide to Teaching in the Primary Grades," Bulletin No. 46, pp. 11-12.

It is desirable that schedules provide for:

(1) A general planning period. This may include Bible reading, pledge to the flag, health check, plans for work to be done during the day, and teacher conferences with pupils.

(2) A general activity and discussion period. History, geography, or science may be considered as independent or as related subject activities. This period should bring in the integrated phase or large unit teaching.

(3) A physical activity period. Games and exercises should be organized so as to bring the larger muscles into play.

(4) A special practice period for work in skills. This may include work in numbers, oral and written language, and reading. This period should allow for the fixation of various skills as the needs have been discovered in group activities.

(5) A period for individual reading and creative work. Here the pupils should work more or less independently. Most of the time will be utilized in library reading, drawing, art, and music.

(6) Evaluation and conference period. The teacher should assist pupils in checking and evaluating the progress made. She may have conferences with some pupils while others devote their time to recreational reading.²⁰

Cooperative planning on the part of the principal and teachers is necessary to provide for the most efficient use

20. Bulletin No. 9, cp. cit., pp. 67-71.

of the available facilities. Definite times must be set for the use of rest rooms, auditorium, library, lunch rooms, and play areas by the various groups.

The daily schedule should provide opportunities for the facilitation of the adopted educational policies of the school. Provision should be made for taking care of individual differences among children. Opportunities must be given for reflective thinking and creative work. It is important that activities be conducted so as to teach pupils to accept responsibility and to share experiences.

CHAPTER III

THE USE OF STATE BULLETINS IN REGULAR SESSION FACULTY STUDY GROUPS

1. A Study of the Present School Situation

Chart C.

| | |
|-------------|---------------|
| Bulletin 2. | Pages 15 - 36 |
| 9. | 1 - 15 |
| 9a. | 1 - 5 |

In order to build up understandings, a group study of the suggested bulletin pages was made. This gave a broad view of Florida's problems in regard to natural advantages, wealth and income, natural resources and the uses made of them. Florida is a land of wealth, but there is much ignorance and carelessness concerning the use of the soil, water, forests, wild life, minerals, and human resources. The schools in the past have failed to give adequate training in these paramount problems and have not awakened in the boys and girls a sense of civic responsibility. They have scarcely touched upon fundamental aspects of modern life. Among these neglected areas are local problems, social relationships, economic questions and

controversial issues which confront young people at every turn.¹

Considerations of the school problems over a period of years has led to a distinct realization of the way in which school difficulties are related to those of society itself. The present implications are that educators will assume increasing responsibility and will become more aware of their opportunities for service.

Factors stressing the importance of the work done by classroom teachers include: First, an increased percentage in the enrollment of children of school age brings a greater number of pupils under teacher influence; second, new responsibilities are being placed upon the schools because of conditions which limit the out-of-school experiences of children; and third, the democratic way of life gives the teacher an increased share in planning and executing school policies.

These trends place upon the teachers great responsibilities in discovering pupil needs, in choosing appropriate materials, and in helping pupils to sense the relationships that exist in the work over both short and long periods of time.²

An investigation of school situations must include consideration of such factors as the use of available materials, the teacher's attitude toward the problems of pupils, provision

1. State Department of Education, "Ways to Better Instruction in Florida Schools," Bulletin No. 2, pp. 15-36.
2. State Department of Education, "Improved Practice in Florida Elementary Schools," Bulletin No. 9, pp. 1-15.

for individual differences, teacher-pupil planning, democratic living in the classroom, character development, and continuity and balance of the streams of experience.³

In analyzing the present school situation, a study of information sheets filled out by the parents of each child was made. It was found that the pupils came predominantly from the middle and upper economic brackets with approximately ten per cent from the lower economic level; the majority lived in homes owned by their parents; all were American born; all except two of the parents were American born; the majority were from Protestant families with a few Catholic and several Jewish children in school.

An analysis of tests given and of cumulative records showed that the majority of the children scored average and above average in intelligence, with some below average and only two very low cases, indicating that attention must be given to the enrichment of learning and the adjustment of bright children to other pupils. The reading achievement was good, but that of arithmetic seemed weak. This showed a need of much building up of number concepts and more continuity between grades.

Many of the pupils seemed to have been over-protected and to lack the ability to think and act for themselves; many are not sympathetic and understanding toward other groups.

All faculty members are four year college graduates.

3. State Department of Education, "Planning Programs of Study in Florida Elementary Schools," Bulletin No. 9a, pp. 1-5.

The parents are interested in all phases of the work and for the most part are very cooperative.

Since the school is new, the shortage of supplementary materials and library facilities constitutes a handicap.

2. The School in the Community

Chart D.

| | |
|-------------|-----------------|
| Bulletin 2. | Pages 129 - 154 |
| 9. | 62 - 63 |

Programs for modern education emphasize the fact that "the child is a whole being who is educated by a total environment". When the school accents this ideal, it commits itself to the conception of education as a community-wide enterprise.⁴

The school is the educational center of the community. It should supplement, not duplicate, the facilities provided by the home and by other agencies. Much cooperation is necessary. Community problems become school problems. The classroom activities should center around the receiving and digesting of the problems and the transmission of the ideals through proper channels in order to bring about desired adjustments and improved practice among its members.⁵

The child is a young citizen of the community. The school

4. Edward G. Olson and others, School and Community, p. 368.

5. Charles M. Reinoehl and Fred C. Ayer, Classroom Administration and Pupil Adjustment, p. 32.

must relate itself closely to what is going on around it so as to help the child to assume a functional place in civic life. Education is not a preparation for life but is life itself. The school cannot contribute to a better life unless it relates its program to the needs of the community in which it operates.⁶

The industrialization and urbanization of the present century have brought about the specialization of human activities thus making relationships more complex and interdependent, yet less familiar and less personalized. Even a generation ago children shared in the experiences of humanity. They learned to care for farm animals, to make bread, to sew, and to perform many other household tasks. They took part in the recreational activities of the community, the church, and the home.

Children of today, especially those in the metropolitan areas, do not have these occasions to build, to share, and thus to develop emotionally. There is no opportunity to help grow the food; seldom are there pets; recreation is chiefly passive--through radio and movies; there is little opportunity for human experiences.

Individual children, even though different in personality traits, possess common needs as members of society. These needs can be adequately met only through a carefully planned program of interaction between school and community.⁷

The chief responsibility for building a close and

6. Bulletin No. 2, op. cit., pp. 131-132.

7. Olsen, op. cit., pp. 4-8.

harmonious relationship between the school and the community rests with the school principal and his co-workers. The success of the school depends on the confidence the public has in the school, therefore all must strive diligently to secure this confidence and trust. Faculty members must remain on good terms with all groups, must be approachable at all times and ever ready to discuss problems with parents and to interpret the school's program to them.⁸

Understanding the surroundings and making experiences continuous with community life are dependent on a thorough knowledge of civic activities which results from constant inquiry and intelligent interpretation of basic facts.

An examination of geographic location and natural resources is essential as these are factors in determining the economic interests, occupational opportunities, and standard of living.

It is desirable to have information regarding religious denominations; their membership, beliefs, and educational programs, so that attitudes of respect for others' views may be fostered.

A knowledge of the customs, manners, and habits of various nationalities and cultures is necessary in order to build understandings.

An investigation of such groups as Chamber of Commerce, Woman's Club, Garden Club, and various service clubs and their work is informative. By acting conjointly with these groups,

8. Bulletin No. 2, op. cit., pp. 147-148.

children may take part in civic improvement campaigns.

It is important to know what recreational facilities are available to show how spare time may be enjoyably and profitably spent.

The teacher must have information about the type of local government, the election of officials, about health and safety ordinances, and provisions for carrying on welfare and recreation work if she is to guide the pupils properly in their efforts to understand the meaning of the local government and to evaluate its purposes and services.

In order to gain the needed information about the community, the teacher must depend on personal observation; visits with key persons in various religious, social, civic, and occupational groups; analysis of official records; Chamber of Commerce materials; and interviews with parents.⁹

Ways of linking the school and community include trips to points of interest, opportunities for children to participate in civic campaigns, inviting noted people who reside in the community to come into the school and share their experiences with the pupils, exhibiting articles, and using the school as a center for community activities.¹⁰

Before selecting activities to be undertaken, definite criteria for judging their value should be set up. The criteria should include such questions as: Does the activity relate

9. Ibid., pp. 133-153.

10. Bulletin No. 9, op. cit., pp. 62-63.

to a definite phase of community life? Is it typical of community life? Does the activity encourage pupils to envision the community as a social organism with human interrelationships? Does the activity permit the pupils to acquire an objective and well-balanced point of view toward all communities? Does it promote critical thinking?¹¹

The Cleveland Court School is attempting to enrich the school program through the use of community resources. Among the trips that were taken as outgrowths of classroom projects were those to the fire station, the city library, the post office, a dairy, and to Cypress Gardens.

Pupils participated in community life by improving the school grounds, collecting clothing for the needy, helping in Junior Red Cross and Community Chest drives, being members of the Safety Patrol, and through organizations of Brownies, Cubs, and Scouts which operated under P. T. A. sponsorship.

Among the contributions from the community were talks by ministers from local churches, travel talks, films about Florida, musical programs, and Garden Club gifts of shrubbery with helpful suggestions as to correct landscaping.

Parents were encouraged to visit the school at all times. Special invitations were extended for Open House which was held every day during National Education Week, for a Hobby Show, and for the weekly chapel programs.

11. William H. Burton, The Guidance of Learning Activities, pp. 545-6.

Parents also participated in the school program through the Parent-Teacher Association, Mothers' Clubs, and through committees which helped in beautifying the grounds, purchasing playground equipment, improving classrooms, decorating the lunchroom, and the setting up of the school library.

By integrating school activities with community life, pupils as young citizens are allowed to take part in life around them. Education thus becomes functional. These activities tend to develop within the child an understanding of economic processes and social problems. They help him to face life realistically and to develop a sense of responsibility to the group and to society.

3. Guidance and Pupil Adjustment

Chart E.

| | | |
|----------|----|-----------------|
| Bulletin | 2 | Pages 155 - 174 |
| | | 190 - 210 |
| | 9 | 58 - 61 |
| | 46 | 1 - 6 |
| | 47 | 1 - 6 |
| | 9a | 6 - 7 |

Guidance in the elementary school is an important principle concerned chiefly with helping the child learn to make choices appropriate to his age and school progress and to adjust himself to the school and to his expanding life outside of school. It

is a principle directed toward personality development, social behavior, and also to problems connected with learning. Guidance in the elementary school lays the foundation for all later attempts to aid the individual; it sets the pattern for future guidance.¹²

With guidance an individual is encouraged to develop his abilities in order to promote personal happiness and social usefulness which can be achieved only through self control and self-direction.¹³

Many conflicts in an individual's personality have their origin in the early formative years. Under intelligent guidance many social and emotional maladjustments may be prevented, thereby creating better members of society and also saving time in the process of education.¹⁴

The complex life of modern times has increased the need for a guidance program in the schools. The home has not been able to keep pace with the guidance needs of youth. Many parents are unable to supervise the activities of their children since they are often busy with outside affairs or do not understand the complexities of life. These conditions make it more necessary for young people to learn to shape their own courses of action intelligently. The increase of leisure time demands an increase in knowledge of wise choice of constructive activities. Radios,

12. Arthur J. Jones, Principles of Guidance, pp. 286-287.

13. Ruth Strang and Latham Hatcher, Child Development and Guidance in Rural Schools, p. 1.

14. Paul B. Jacobson and William C. Reavis, Duties of School Principals, p. 112.

motion pictures, and newspapers furnish all kinds of information which the modern young person must learn to evaluate and learn to separate the good from the bad. Citizenship in a democracy calls for intelligent interest, active participation, and the ability to make decisions.

"Guidance consists not of doing things or making decisions for students, but of helping them to do these things well for themselves."¹⁵

The occupational groups brought the first pressure to bear on the schools to assume responsibility for guidance. Schools were urged to provide training in vocational choice and skills.

It was soon learned that youth needed more than vocational training to bring about a successful adjustment to life. Educational guidance, or guidance in all phases of intelligent living, must precede and must prepare the individual for vocational guidance.¹⁶

Guidance at the elementary level cannot be effective as a separate department. It must be regarded as a fundamental of the entire educational program. It should be a part of every activity and of every learning experience. It concerns the relationships between teachers and pupils, the atmosphere of the classrooms, the curriculum, the administration, and all other phases of the school program. No aspect of education can be entirely separated from guidance.

15. Bulletin No. 2, op. cit., pp. 157-163.

16. William C. Reavis and Charles H. Judd, The Teacher and Educational Administration, pp. 32-33.

The classroom teacher, because of her close contact with the child throughout the day, is best fitted to guide him in his adjustment to group living and in the formation of habits that result in behavior satisfactory to himself and to the group. Of utmost importance is aiding the child in developing self control and in building up good habits. These can be developed only by constant practice.¹⁷

Since the child is in the classroom the greater part of the day, school control becomes largely a matter of classroom control. Emphasis should be placed on normal learning experiences which contribute to the effective and continuous adjustment of every child. The teacher should direct, not dictate. She should encourage the pupils to formulate high standards of good conduct and of individual responsibilities. Growth in self-control can be achieved only when pupils acquire an understanding of a situation, the ability to cope with it, and the disposition to act accordingly.¹⁸

The teacher needs to see the pupils as active doers, to study their dominant purposes, and to teach them to look to themselves for the solutions of problems. It is important that each pupil make some contribution to the group in which he finds himself.

Opportunities for developing democratic living in the school may be provided by such activities as informal group

17. Bulletin No. 9a, op. cit., p. 6.

18. George C. Kyte, The Principal at Work, pp. 378-381.

discussions in which children wait their turns to speak without interrupting others; rhythmic activities during which attention is directed to those children who do well or who make an unusual effort; developing a sense of responsibility for the care of school equipment and facilities; and conducting classroom clubs developed through the cooperation of the pupils and the teacher.

The teacher has the responsibility for creating an environment conducive to real learning and wholesome living.¹⁹

Children differ so greatly from one another that the teacher must not think of her class as a single unit. The pupils within the class are at different stages in their mental and physical development; they bring with them different backgrounds of experience; and they present varied personal problems.²⁰

During the first few days of school the teacher should take time to discover the abilities and the handicaps of her pupils and to make provisions to meet their individual needs. To develop a program based on pupil needs, a favorable relationship between school and home must exist.²¹

Interviews with parents help the teacher to learn facts about a child's out-of-school interests, family relationships, and developmental history. These contacts between parents and teacher should be held periodically throughout the school years

19. Bulletin No. 9, op. cit., pp. 191-196.

20. State Department of Education, "A Guide to Teaching in the Primary Grades," Bulletin No. 46, p. 1.

21. Bulletin No. 9, op. cit., pp. 58-59.

and are more effective if held before any signs of difficulty appear, thereby avoiding the tension that would arise after difficulties are encountered.²²

An understanding of the relationships within the family must be obtained tactfully to avoid any antagonism. The teacher can gain invaluable information by casual conversations, by seeing children and parents together and by noting the child's dependence upon his parents, by observing his emotional attachments, his attitudes toward other members of the family, and his varied reactions.

Teachers who have the guidance point of view are constantly asking "Why?" They try to understand the causes underlying child-behavior.

For a child to do his best work in school, his health and physical condition must be up to a high standard. A thorough study of each child is necessary.

At the beginning of every year the child's vision and hearing should be tested and any variation from normal should be referred to the parent for further examination. The teacher should give especial attention to proper seating and light arrangements in the room, and every effort should be made to prevent eye strain. Pupils with hearing difficulties can be helped through careful selection of a seat. If a child is deaf in the right ear, he should be seated on the right side of the

22. National Education Association, Department of Elementary School Principals, "Meeting Special Needs of the Individual Child," Nineteenth Yearbook, p. 308.

room. If he is deaf in the left ear, he should be placed on the left side of the room.

In addition to these examinations, the teacher should be alert to symptoms of colds and other disturbances, poor posture, fatigue, emotional disturbance, and malnutrition. There should be no attempt to diagnose a disorder or recommend treatment. All doubtful cases must be referred to a doctor for further investigation. A teacher's interest in the child's health will help her become better acquainted with him and will enable her to adjust the school program to meet his health needs.²³

A testing program gives the teacher indispensable information about the child. Intelligence tests, reading readiness tests, and standardized achievement tests should be given and their results analyzed and difficulties noted. A careful study of pupils' past achievements should be made.

A cumulative folder for each child should be kept. This record should contain any data that will enable the teacher to see the child in terms of his total development and will help in guiding him in the solution of his problems. Anecdotal material should be selected with care so as to provide a balance between the unfavorable and the favorable. These reports should be reduced to the form of clear-cut evidence. Only such information as will tend to have a bearing upon the pupils' behavior and development should be preserved.²⁴

23. Strang and Hatcher, op. cit., pp. 16-20.

24. Bulletin No. 9, op. cit., p. 61.

An earnest effort should be made by the teacher to help the child overcome difficulties. His confidence and respect must be gained. Opportunities must be given for participation in activities which give him a feeling of security.

The child who is lacking in confidence must be given a feeling of belonging and a taste of success. If he is not capable of doing regular work, he should be given special assignments that are within his ability and yet which challenge him.

The shy child must be allowed to become acquainted gradually. Giving him special classroom duties will often prove helpful.²⁵

Persons trying to help children become adjusted should not be easily discouraged but should realize that by helping boys and girls to face life realistically, honestly, and usefully, they are making an inestimable contribution to society.²⁶

4. Grouping

Chart F.

| | |
|-------------|------------------|
| Bulletin 46 | Pages 1; 23 - 24 |
| 47 | 1 |
| 9a | 7 - 8 |

The primary essential to effective teaching is a carefully

25. National Education Association, op. cit., pp. 361-373.

26. Ibid., pp. 562-563.

considered plan for the classification and grouping of pupils.

The present trend is away from academic education toward a functional, socialized type of learning. Teachers have become group managers, not subject matter specialists. The question of how to group children is a problem which confronts all teachers.

The schools of early times were ungraded. Each pupil progressed according to his individual achievements. A pupil often forged ahead in a subject he especially liked and failed to make desirable progress in the subjects he disliked. Pupils recited to the teacher individually or in small groups.

The graded system which came into existence in the middle of the last century provided that an organized group of subjects be studied by certain pupils at certain stages in their development. The duty of the teacher was to keep all pupils, in so far as was possible, moving through all subjects at the same rate.²⁷

The grouping of children by grades afforded an economical means of educating a great number of children and had the decided advantage of preventing too early and too limited specialization on the part of the pupil. It made possible the inclusion of other factors that made for a well-rounded development of the individual. The graded system also introduced many difficulties since all pupils do not progress intellectually in the same way or at the same rate. Under the rigid grade system, bright children were often permitted to remain idle after completing the

27. Reavis and Judd, op. cit., p. 41.

class assignment. These pupils cultivated habits of laziness or became disciplinary problems. Late in the nineteenth century, studies began to be made concerning the difficulties of fitting the graded system to the pupils whose rates varied so enormously.²⁸

Many attempts have been made to overcome the difficulties that were brought about by the graded system. Some of the various plans called for a complete reorganization of the school, some for differentiated assignments, and some for grouping within the classroom.

The Florida Program for the improvement of schools recognizes the fact that pupils are not alike when they enter the classroom at the beginning of the year and if they had been alike, they would not remain so because of the irregularity of mental and physical growth. In order to insure more efficient learning, flexible grouping within the classroom is recommended. By flexible grouping is meant the placing of the members of the class in two or more groups so that instruction may be varied to meet the needs of those in the groups. For example, in a first grade class one group may be reading in the primer, one in the first part of the reader, and one in the latter part of the reader. In flexible grouping, children are changed from one group to another as they vary in their growth and as new activities are undertaken to meet discovered needs. A child

28. John Dale Russell and Charles H. Judd, The American Educational System, pp. 246-250.

may be in one group for reading and in a different one for arithmetic. On some occasions the whole class might work as a single group. The teacher must constantly study her pupils in terms of data available and must arrange the groups anew as the need arises.²⁹

By working with smaller groups within the classroom, not only can the work be better suited to the level of the accomplishment of each group, but the attention of the pupils can be held more successfully. When receiving direct help from the teacher, the children are usually seated around a table or in a semi-circle of chairs. The teacher must make adequate plans for work to be done by those pupils who are not working in that particular group. With more mature children assignments may be made for study, written work, library reading, references to be located, or handwork to be done. First grade pupils, especially, present a problem. Appropriate activities for them include using old magazines to cut out pictures to make booklets, drawing, putting together picture puzzles, working with clay, and locating certain stories for classroom use from library books. (These can be identified by the illustrations if the child is not yet able to read.)³⁰

In making groupings within the room such factors as age, social development, interest, ability of pupils, and ability and experience of the teacher should be considered.

29. Bulletin No. 46, op. cit., pp. 1-3.

30. Ibid., pp. 23-24.

In larger schools where there are two or more sections of a grade, it seems advisable to have the different sections include heterogeneous groups so as to give children a chance to work and play with those who are leaders as well as with those who are followers. This type of group is considered conducive to mental health and to the social and emotional development of individuals. Where immature children are separated from others for the development of readiness, they should be absorbed by other first grades as soon as possible so that pupils may not become pigeon-holed in any one category.³¹

Mary Willcockson³² tells us that classifications must be made on the basis of needs, not years in school. Groups must be kept flexible so that pupils feel free for group participation. Care is to be used in guiding children so that they feel competency on their maturity levels. Each child must be taken where he is and be guided onward. Records showing the books that have been read and special individual and group accomplishments should be passed on. By having flexible groupings in work and play, good social climates are developed, also a fourth "R"--the relationship to learning, of people to each other, and of people to things.

Jones³³ describes a way of handling flexible groups. She

31. Bulletin No. 9a, op. cit., pp. 7-8.

32. Mary C. Willcockson, "How Ability Groups Improve Social Climate," The Education Digest, 12 (December 1946) pp. 28-31.

33. Daisy Marvel Jones, "How Shall Children be Grouped and Promoted?" Childhood Education, 24 (January 1948) pp. 232-235.

says the earliest methods of grouping such as: A-B-C were not successful since nobody wanted to be in C group. The plan of using names was tried as, "Bluebirds." Children soon guessed which were the slow ones and labeled them thus. Groups do not remain static and so must be changed often. The only practical solution is a plan of flexible grouping based on common needs and interests. A reading group may take time out for an interesting activity. When resuming their progress they might merge with another group, or a child absent on account of illness may return to work with a group at whatever point of progress that meets his needs. For special work in mechanics, the teacher may call certain pupils to come to the reading table; or those ready for the next step in subtraction may come up, thus making the child decide for himself whether or not he belongs in the group. For special interest activities, groups may be chosen. It is good to call these "Committees." For this flexible plan of teaching, record keeping is necessary. A file with cards for individual pupils should be kept. Information as to the child's abilities and needs must be recorded. A cross reference file is also advisable. For example, "Zero Difficulties," "Word Endings," "A-O Discrimination," with the names of the children having these difficulties recorded on the proper card. This plan of teaching helps children to grow and mature instead of dealing with subject matter alone.

In the Cleveland Court School a flexible grouping plan is used. Classifications are made first on the basis of the reader

last completed in the Alice and Jerry series and on the results of the reading readiness test which accompanies this series. There is an overlapping of groups between grades. For example, pupils who did not read Round About in the first grade, begin with this book in the second grade. Care is taken to see that no gaps occur in the series as a child proceeds through the grades. The vocabulary for each book is systematic. The reading groups are reorganized as new needs arise and as progress is made. Groups are rearranged at different periods of the day to challenge their abilities in other subjects and for special interest activities.

In considering any plan of grouping, certain fundamental principles must be kept in mind. It must be remembered that children differ widely in capacities, traits, experiences, and background. Grouping should be made in such a way as to make it possible for the teacher to know each child's needs and interests. The children should be grouped so as to make learning as effective as possible.

Classification of pupils alone is insufficient. The proper concepts of ways to group must also include a modification of methods and of curriculum.

5. Large Unit Teaching

Chart G.

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|----------|----|-------|-----------|
| Bulletin | 2 | Pages | 211 - 271 |
| | 9 | | 91 - 113 |
| | 9 | | 279 - 287 |
| | 26 | | 68 - 113 |
| | 30 | | 3 - 6 |
| | 47 | | 53 - 56 |

A unit designates an organization of teaching-learning situations. The word itself means oneness, wholeness, unity. Unity for the learner lies in integration within himself and between him and the environment. This unity is increased through life experiences organized around purposes.³⁴

A unit of work deals with problem solving. It provides life situations in which pupils under teacher guidance may make choices, analyze problems, use many types of reference materials, reach conclusions, and evaluate the work. It relates school experiences to those outside the school. It avoids the division of subject-matter into short periods of unrelated subjects which mean little to the pupil. It provides opportunities for creative work and for practice in reflective thinking. It helps pupils to become more independent in solving problems and thus

34. Burton, op. cit., pp. 244-245.

aids them in making future adjustments in a changing society.³⁵

The following types of units show the possibility of making a transition from the formal type of teaching of subject-matter to the development of the experience unit:

1. The Subject-Matter Unit consists of a logical arrangement of subject-matter around a topic. The chief activities are reading, writing, reciting, drilling, and testing. It may help pupils to see relationships.

2. Combination of Subject-Matter and Experience Unit.
The teacher can plan this type of unit in advance but must keep his plans flexible enough to allow possibilities of expansion when working with the group. This type of unit depends on subject-matter but is developed through activities that are in harmony with the interests and level of development of the group.

3. The Experience Unit which evolves from the experiences, interests, and problems of the pupils. The teacher does not have to wait for a problem to arise but provides a variety of activities and watches for a lead that arouses the interest of the group. An experience unit begins when a lead is challenging to the pupils, is accepted by them as their own, and when they plan to do something about it.³⁶

The unit method of teaching furnishes opportunities for the all-round growth of the individual, including social, emotional, and mental development. It does not disregard the

35. Bulletin No. 2, op. cit., pp. 214-216.

36. Bulletin No. 2, op. cit., pp. 216-218.

importance of subject-matter but uses it effectively in carrying on an activity. In this way subject-matter becomes meaningful and functional. It is not merely facts to be memorized.³⁷ Teachers who begin with subject-matter must guide the work so that it becomes child-centered. Teachers who begin with problems stated by the children must relate these problems to those of lasting social value. The approach must be both child and society centered if desirable learning outcomes are to be achieved.³⁸

Much planning on the part of the teacher is necessary. This does not mean the setting up in advance of stereotyped units which might be meaningful for students in one environment and not be applicable to those in another. It is possible to anticipate the interests and needs of pupils in a particular locality and on this basis to plan the unit of work in a flexible outline form. It is an overemphasis on individual differences to think that the interests and needs of each child are so different from those of others that plans can not be made in advance.³⁹

Unit teaching demands that the teacher have a rich and broad background; that she have an understanding of the nature of learning and of the needs and interests of children; and that she consider the present experiences of the children and

37. Bulletin No. 2, op. cit., p. 228.

38. State Department of Education, "Social Studies in the Elementary School," Bulletin No. 30, p. 4.

39. J. Minor Gwynn, Curriculum Principles and Social Trends, p. 193.

be alert for leads to other meaningful experiences.

Experience units require continual planning and evaluation by teacher and pupils. The first step is the presenting of a problem which is sufficiently challenging to the pupils for them to wish to do something about it. Suggestions of possible solutions are then made and are discussed and rejections made. Materials are collected and studied. Direct experiences are planned and contacts made. At intervals checks are made to determine how nearly the activities are leading to the accomplishment of the purpose. Each unit should contain a variety of activities. These include listening, reading, discussing, making oral and written reports, dramatic expression, art activities, music expression, and field trips.

A unit of work may be considered to be complete when the goal of the pupils has been reached and a proper evaluation of the success of the venture has been made by pupils and teacher.⁴⁰

Examples of units of work are given in Bulletin 24⁴¹ and Bulletin 9.⁴²

Examples of general problems to be developed are given in Bulletin 9.⁴³

Suggestions for presenting arithmetic in meaningful learning situations are given in Bulletin 26.⁴⁴

40. Bulletin No. 2, op. cit., pp. 220-228.

41. Bulletin No. 2, op. cit., pp. 221-225.

42. Bulletin No. 9, op. cit., pp. 279-287.

43. Bulletin No. 9, op. cit., pp. 103-112.

44. State Department of Education, "Arithmetic in the Elementary School," Bulletin No. 26, pp. 69-88.

In working on units the pupils may be divided into various committees according to their special interests. They must develop their own aspects of the unit so that it will fit into the total experience of the whole group when the culmination of the unit is reached. This procedure helps to build a fuller appreciation of the whole group activity. The use of committee work helps to build an understanding of the way democracy works and places children in situations similar to those they will confront outside of school.⁴⁵

Large unit work sets the stage for direct teaching of skills and in turn furnishes opportunities for the use of these skills. A desirable unit should be related to what has gone on before and to what will come after; it should aid in the social, emotional, and intellectual development of the child; it should encourage initiative, resourcefulness, and creative expression; it should deal with some problem of living sufficiently important to deserve study; and it should deal with material that is difficult enough to be challenging to the pupil yet be within his comprehension.⁴⁶

To avoid overlapping in the selection of units, it is advisable to keep a continuous record of all units of work including the activities that were carried on. The following form is suggested.

45. Gwynn, op. cit., pp. 282-283.

46. State Department of Education, "A Guide to Teaching in the Intermediate Grades," Bulletin No. 47, pp. 53-54.

1. How the Unit Began
2. How the Unit Developed
3. Activities Engaged in by Students
4. Related Subject-Matter and Skills
5. Evaluation of Unit
6. Bibliography and List of Materials

Some authorities think that the repetition of units may be advantageous since interest aroused in the first study will create a desire for further investigation. However, a unit of work on the same topic should not be repeated until sufficient time has elapsed to allow for a higher level of maturation.⁴⁷

When a child has a feeling of enjoyment in his work, and a sense of satisfaction in it because it brings him more and more into contact with the world of reality as well as with his world of imagination, the school education of the child becomes socially useful and meaningful. It is then in accord with principles of learning.⁴⁸

47. Bulletin No. 2, op. cit., pp. 229-232.

48. Gwynn, op. cit., p. 277.

6. Three Teaching Phases:Integration, Direct-Teaching, Individual Needs

Chart H.

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|----------|----|----------------------|---------|
| Bulletin | 9 | Pages | 47 - 50 |
| | 9a | | 5 |
| | 30 | | 2 - 3 |
| | 9 | 141 - 148; 161 - 169 | |
| | 7 | 7 - 9 | |
| | 9 | 184 - 192; 207 - 217 | |

In setting up a program which provides for the child's well-rounded development, provision must be made for three phases of instruction: the integration, direct-teaching, and individual needs.

Integration means learning the things which are useful and meaningful to the learner at the present time and which will continue to be useful in later life. The product of integration is an integrated person. An integrated person is able to maintain his mental and physical balance and to analyze new situations. To promote integration the school should provide learning experiences which are purposeful, continuous, and interactive.⁴⁹

The Florida Program for the improvement of schools stresses

49. Burton, op. cit., pp. 134-135.

the importance of the integration phase of teaching as a means of providing rich and broadening experiences necessary for social and personal development. Through this phase the child may see the relation of his learning to various life activities. Large unit teaching provides a way of developing such experiences.

The direct-teaching phase refers to that part of the learning situation which deals with the acquiring of skills and understandings needed to carry on activities. Work on a specific unit reveals need for special skills such as arithmetical calculations, reading ability, or writing skill. Practice exercises can thus be made to function as a felt need.⁵⁰

Caswell and Campbell⁵¹ tell us that much time is wasted in the direct phase of instruction when the child has no meaningful situation in which to use the skill. Frequently abilities are given intensive cultivation without providing for their effective use. This leads to learning by memory and contributes nothing to building up understandings. The abilities in which the child lacks sufficient mastery for effective use in the immediate situation should receive direct emphasis.

The individual phase refers to individualized instruction. Some children do not grasp information so readily as others and need special help; some are more advanced and need attention

50. Bulletin No. 9, op. cit., pp. 47-49.

51. Hollis L. Caswell and Doak S. Campbell, Curriculum Development, pp. 390-393.

to keep them working independently.⁵²

Some illustrations showing how the three phases of teaching may be used in the school program are:

Language Arts (Reading, Writing, Spelling, Language)

The integration phase of teaching furnishes a purpose for the use of language arts. In planning a unit there are opportunities for conversation and discussion. The planning of a trip may necessitate writing letters or making phone calls. To gather information, the pupils will need to read widely, select appropriate materials, take notes, and organize materials for oral and written reports.

In the culminating activities of units there are occasions to share with others the information gained. These activities may consist of reports, a book containing poems or stories written by the pupils, or a play written and dramatized by the class. Upon returning from a trip there should be an evaluation by the class. Letters of appreciation should be written. In the lower grades the teacher may write on the board a record of the trip as dictated by the pupils. The integration phase furnishes motivation and opportunities to use skills in meaningful situations.

In the direct-teaching phase the teacher may plan for the various types of reading experiences the children will meet. Instruction in work-type reading which deals with getting

52. Bulletin No. 9, op. cit., pp. 49-50.

information will be necessary. In this phase of teaching an appreciation of literature can be developed. Much work in oral language should precede written work in order to establish correct forms. Practice periods for spelling and writing must be given. The child should be taught that writing and spelling are not ends in themselves but are vital parts of written expression.

The individual needs of all pupils cannot be met in the other two teaching phases. Some pupils will need much guidance in the selection and use of reading materials. Those who have not developed effective reading skills will have to be dealt with individually so that the teacher may find the underlying causes of the difficulty. In spelling, the pupil will need diagnosis of spelling difficulties and also individual word lists. In language work, the individual needs can be dealt with as the child participates in oral and written expression.⁵³

Social Studies

The social studies provide a rich field for integrated activities and furnish much material for units of work. The learning experiences of this area contribute to a broader knowledge of the world and a keener insight into human problems. The teacher must be alert in helping the child to sense relationships and develop understandings, as the mere teaching of facts is ineffectual. In the lower grades the center of emphasis

53. Bulletin No. 9, op. cit., pp. 141-148.

should be on the home, the school, and the immediate community. An approach may be made through a discussion of their own homes, the kind of homes for pets, the care of homes and school rooms. Following a study of homes and school and the workers in each, a study of community buildings and workers should be made. In the upper grades there should be a widening of the understandings begun in the primary grades. In building units about the community, state, nation, and world, it is important that understandings be developed about how man has been influenced by his environment, how he has overcome forces of nature, and of how man's interdependence developed. Opportunities should be given for field trips, collection of articles, and participation in democratic living within the classroom.

Direct teaching of skills is necessary in the social studies field. Fundamental knowledge of the community, country, and of the world at large must be taught. Instruction must be given in map reading, in finding comparative distances, and in locating source materials.

The individual needs phase may be cared for by furnishing easier materials for those pupils with reading disabilities, by having those pupils with poor muscular coordination work on large wall maps instead of small designs at their desks, and by furnishing additional projects and reference work for superior pupils.⁵⁴

54. Bulletin No. 9, op. cit., pp. 162-168.

Science

The science field also offers innumerable occasions for integrated work. Science and social studies are interrelated as are science and arithmetic. In many instances the what of social studies cannot be understood until the why has been supplied by science. Many important ideas in science cannot be developed without using the quantitative thinking of arithmetic.⁵⁵

A study of the home, school, community, and world should include such science factors as the adaptation to climate and weather, the use of machines, and the effect of the natural environment on people's work. In the case of the classroom, many science experiences may be provided such as the use of the thermometer; responsibility for caring for flowers; caring for an aquarium; and building science collections.

Direct teaching in different areas in science is necessary to build up such generalizations as deal with the survival of species, the source and transformation of energy, the conditions necessary for growth, and the earth as a part of the larger system called the universe.

Individual help should be provided for the child who is interested in pursuing in his free time some phase of science. Suggestions, explanations, and source materials should be provided.⁵⁶

55. State Department of Education, "A Guide to Teaching Science in the Elementary School," Bulletin No. 7, p. 8.
56. Bulletin No. 9, op. cit., pp. 184-191.

7. Teaching Phases: Integration, Direct-Teaching,
and Individual Needs (continued)

Chart I.

| | | |
|----------|----|----------------------|
| Bulletin | 9 | Pages 207 - 217 |
| | 26 | 90 - 120 |
| | 9 | 229 - 236; 237 - 242 |
| | 9 | 259 - 262; 263 - 266 |

Numbers

The integration phase of teaching includes both incidental and planned number experiences. Incidental number situations exist because number is an integral part of our mode of living. These situations include counting to determine how many children are present or the number of books needed, dividing the room into groups, and the use of quantitative words such as big, little, more, and less. For the child to benefit from the use of incidental number situations, the teacher must have the ability to see and to use number relationships in the day's activities.

Planned number experiences are those which the teacher deliberately sets up in pre-planning a unit. A unit on How We Get Food involves such problems as finding out which foods are bought by the dozen, the pound, or the quart; finding the cost of a number of articles; making change; and developing fractional concepts through the buying of a half-dozen oranges or a fourth-pound of butter.

Arithmetic teaching should use problems connected with the community life for building number concepts since the child has familiarity with those things in his environment.

The integration phase of teaching arithmetic provides meaning and significance for number experiences.

The direct teaching of numbers which consists of teaching the skills and processes necessary for problem solving should be postponed until the child has had opportunities to deal with numbers in meaningful situations. The integration phase furnishes a framework for building arithmetic understandings. Teaching should proceed gradually from the concrete number work, which includes dealing with objects and pictures, to the abstract stage in which symbols (the numerals and $+$ $-$ \times \div $=$) are used. Problem solving and the learning of arithmetic processes should go hand in hand. By introducing a new process through a problem, the pupil can see its need. After an initial meaning is established, drill to fix the process should follow.

Much individual teaching of arithmetic is necessary because of the wide differences in mental capacity in a typical classroom. There is a close correlation between mental development and the number concept development. Other factors affecting the rate of arithmetic learning are interest in numbers, ability to concentrate, natural curiosity, and background. The teacher must study her pupils in order to learn their abilities and needs. It is important to discover the causes of each pupil's particular difficulties and to help him to overcome them. By

individualizing arithmetic teaching, the brighter pupils are not forced to drill on facts they already know and the slow pupils are less apt to become discouraged.⁵⁷

Helpful suggestions for building number experiences in the integration phase, the direct-teaching, and individual instruction phases are given in Bulletin Number 26.⁵⁸

Art

Art gives the child an opportunity for experiences which start him thinking and also provides a medium in which to express his thoughts. It contributes to motivating and enriching the school curriculum.

In the integration phase of teaching, art should be related to problems that grow out of the unit and out of experiences in the local community. The purpose of the work should never be for display or ornament alone. Creativeness and originality should be encouraged. Pictures may be referred to as sources of information but not for copying as this tends to destroy imagination.

Direct teaching is necessary so that the work will not develop in a haphazard manner. The teacher must plan carefully so that a great variety of activities will be included and the necessary techniques can be taught. For example, the whole class may be taught to make stick print designs then each child may be allowed to work out his own design to decorate his book

57. Bulletin No. 9, op. cit., pp. 207-217.

58. Bulletin No. 26, op. cit., pp. 90-120.

cover. Certain fundamental principles should be taught such as making the picture fill the space, making the important objects large and low, and showing form in an object by making some edges and surfaces dark and others light.

Provision should be made for the individual needs of pupils. Children needing special help are: (1) Pupils coming from schools where there was no basic training. These may be helped by other pupils sharing their previously acquired knowledge. (2) Pupils who have developed unfavorable attitudes toward art. These may be approached through some particular interest. (3) Pupils with superior ability. These should be allowed to do much independent and advanced work.

Art provides opportunities for each child to make some contribution and to develop his individual capacity in problems suited to his maturity.⁵⁹

Music

Music furnishes excellent opportunities for the development of group consciousness and group participation. Music experiences make a definite contribution to enriching the life of the child. In the integration phase, music becomes more meaningful by being connected with the child's learning in other areas. For example, a study of folk songs of a particular group of people will help to develop a greater appreciation and understanding of these people. Music pertaining to the history and

59. Bulletin No. 9, op. cit., pp. 229-236.

folk lore of the local community will stimulate interest. The music program should be informal and enjoyable to the whole group. Creative dances, drum beats, and tune making should be encouraged.

Some direct teaching is helpful. In the lower grades this can be done by singing rote songs and by hearing and seeing all kinds of rhythms and tonalities. In the upper grades greater skills and appreciations are possible through a knowledge of phrases, meter, key signatures, and other technical phases.

Individual differences must be recognized. The gifted child should be encouraged to have extra musical training outside of school. Children with special abilities should be given opportunities to contribute. Those with little or no ability should not be forced but should be allowed to listen to many beautiful songs.

The many phases of music, including singing, playing instruments, listening, and creative expression in the form of physical rhythm and music writing, should be kept in mind in planning a program so that there will be a balance.

Through music all children are able to make some contribution in a greater or lesser degree.⁶⁰

Health and Safety

Health is an integral part of the total life experiences of every individual. Health and safety practices should be

60. Bulletin No. 9, op. cit., pp. 237-242.

incorporated into everyday living. The teacher must be willing to capitalize on every situation that arises to teach good health and safety measures. In the primary grades these problems deal chiefly with cleanliness, food, rest, well-being, safety in walking to and from school, and healthy emotions. The intermediate grades problems are similar but broaden out into health conditions in other communities and with ways in which society attempts to improve methods of living.

Most teaching of health and safety in the primary grades will be indirect. In the intermediate grades some direct-teaching is necessary. This teaching should build up a knowledge of health and safety services in the community and should call for the use of much reference material.

Individual problems requiring special attention are cases of eye, ear, and other physical defects which require medical attention; also cases of uncleanliness in clothes and person, poor posture, and lack of rest. In all these cases the teacher must solicit the cooperation of the home.⁶¹ Comprehensive plans and instructions for building a school health program are given in "Florida's School Health Program," Bulletin Number 4 (Revised Edition. 1943).

Physical Education

Rhythmic activities may make an important contribution to the integration phase of the school program. These may be a

61. Bulletin No. 9, op. cit., pp. 259-262.

natural outgrowth of the child's experiences. In the primary grades these rhythms center around activities of the home, school and community and consist mainly of walking, running, hopping, and skipping. In the intermediate grades a study of different regions or nations may be enriched through a knowledge of dances and other forms of recreation.

Direct teaching occupies the major part of the physical education program. The pupils should have a part in planning the activities and should assume responsibility for carrying out these plans. Types of games to be learned include small group and large group games to promote fun and social development; rhythmic activities; stunts and gymnastics; and minor sports which involve teams competing against each other.

The individual needs of each child must be kept in mind in the physical education planning period. Those who have been ill must be guarded against over-exertion. Those with physical defects must be given suitable activities so as to feel that they are not excluded. Care must be taken to see that the timid child is not left out and that the unsocial child does not dominate the activities. The physical education program furnishes many opportunities for developing social and personal adjustment of individuals.⁶²

To provide for the total growth of the individual, the school program should include these three phases of teaching--

62. Bulletin No. 9, op. cit., pp. 263-266.

the integration, the direct-teaching, and the individual, thus taking into consideration the problems of the child and those of society.

CHAPTER IV
THE USE OF STATE BULLETINS
IN POST-SESSION FACULTY STUDY GROUPS

1. A Study of State Adopted Textbooks

Chart J.

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| Florida School Bulletin, April 1948 |
| and Polk County Textbook Advisory Committee Bulletin |
| "Suggestions for Requisition of State-Adopted |
| Textbooks 1948-1949 |

Every two years the State legislature makes an appropriation for textbooks to be used in the public schools. Annually a textbook allocation is made to each county. County superintendents may use their equity in the State Textbook Fund for the requisition of State adopted textbooks and for library books from prescribed lists.¹

In spite of changes in adoption of books, each county superintendent must be sure that books previously purchased and distributed shall be used until they are physically unusable. Therefore, newly adopted textbooks must be introduced gradually

1. State Department of Education, "Florida School Bulletin" (April 1948) pp. 9-11.

as replacements for old worn-out books. As replacements become necessary, much planning is necessary so that the books make the greatest possible contribution to the instructional program. Where there are only a few newly adopted texts, these may be used as reference material. If there are several copies of the newly adopted text, these may be used by one group while the other groups use the out-of-adoption texts. Care must be used to insure that no group has only those books available which are out of adoption. For example, if one group has the new science material, it might use the old social studies books.

Several sets of systematic readers are available for use in the elementary schools. In the Polk County schools, The Alice and Jerry Books are used as the basic series and are requisitioned on the basis of one book to two pupils. The Easy Growth in Reading Series and Literary Readers are used as supplementary materials and may be requisitioned on the basis of one book to three pupils. By using a group plan of instruction, a smaller number of each level of readers and a wide variety may be requisitioned. As a group advances, the lower levels of material are freed for use by other pupils. It is important to follow a definite plan in using readers so as to provide for continuity of instruction and for the systematic development of a vocabulary.

The out-of-adoption readers might well be used as supplementary readers to add variety and increased interest in reading.

It was agreed that grades one through three would use the workbook accompanying the Alice and Jerry Series.

The spelling texts Using Words are used in grades two to six inclusive and are available on a per pupil basis. There is developed in this series a sequential phonics program. Beginning with the fourth grade a dictionary section is included.

The Thorndike Beginning Dictionary is available for fourth grades on a per pupil basis.

Special help must be given in the use of the dictionary to secure a maximum return from the use of the material.

The New Laurel Handwriting Series is used in grades one to six inclusive on a per pupil basis. These books are helpful in the direct-teaching phase. Manuscript writing is taught in the first two grades. Cursive writing is introduced near the end of second grade or at the beginning of the third.

Since the new adoption language texts, Language For Daily Use, are on a replacement basis and the out-of-adoption texts, Building Better English are still in usable condition, the latter series will be continued. This is available on a per pupil basis for grades three to six inclusive.

Teachers must keep in mind that the language arts must be a part of every activity, that the test lies in the use of these skills.

The social studies field is wide and many supplementary materials are available.

In grade one there is no adopted textbook. The major emphasis is on the home and school life of the child. In grades two and three the major emphasis is on how community workers

help each other. The third grade adopted text Living in Country and City develops this theme. This is available on a per pupil basis. The formerly adopted Susan's Neighbors and Centerville cover many phases of community life and supplement text material. Four types of material are supplied by the state department for grades four to six inclusive. These are history, geography, correlated social studies, and social study readers. There is no fixed quota for requisitioning these texts. It is not intended that each child have copies of every text. By using the problems approach as explained in Bulletin 30, Social Studies in the Elementary School for the building up of major understandings, the teacher may draw upon many textbooks and library books for their contribution to the central problem. Even a few copies of the new adoption as replacements add considerably to this type program. In addition to textbooks, other important aids in the social studies program include field trips, newspapers, magazines, films, maps, and bulletins from travel organizations, Chambers of Commerce, Departments of Agriculture, and Departments of Health. The social studies field is so broad, it must not be tied to textbook material alone.

The science textbooks are intended for basic instruction in the field of science. The Wonder World of Science texts are newly adopted. Since the Craig Series are still in good condition, their use will be continued. These are available on a per pupil basis.

No textbooks are supplied for number work in the first and

second grades because situations which arise in the classroom should serve as a child's introduction to number work in these first hand, meaningful situations. Teachers should use Bulletin 26, "Arithmetic in the Elementary School," for suggestions of skills expected in these two grades. For grades three through six the texts Arithmetic We Use emphasize number meaning and problem solving. These are available on a per pupil basis and furnish much material for the direct teaching phase.

The Art Appreciation Textbook Series emphasize a developmental program. These are pupil books for each grade which explain art principles and facts by means of text and illustrations. These suggest ways for the child to use this information in creating compositions of his own.

The texts in music, New Music Horizons, are the new adoptions. These present a well-rounded program for music instruction including readiness work, listening, singing, sight reading, and rhythms. At the present time, Book One of this series is used in the first and second grades and there are desk copies for the other grades. The old series The Music Hour continues in use in other grades.

The health and safety textbooks, too, are intended for basic instruction to give sources of information and to develop habits of inquiry. There are now in the classrooms copies of the present adoption, Safety Education Series and the former adoption Health, Happiness, and Success Series for approximately one-third of each grade, so these may be used for group

instruction.²

For basic instruction in Physical Education the book Teaching Physical Education in the Elementary School by Salt-Fox-Douthett-Stevens is used. Each teacher has a desk copy and in it finds valuable source material for building an adequate physical education program.

After making a careful study of the state adopted textbooks available and taking an inventory of the books on hand each teacher reconsidered her program for the past year. With this knowledge, plus her ideas for improving the program and a prospective enrollment for the next year, requisitions were made for textbooks needed for the fall term.

2. A Study of State Adopted Library Books

Chart K.

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|---|-------------|---|
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| ' | Bulletin 27 | ' |
| ' | | ' |

The Florida Program for the Improvement of Schools emphasizes the broad use of materials in the classroom. It is realized that an improved instructional program can not be carried on by the use of textbooks alone, so provision is made for the purchasing of library books from State Textbook Funds which supplement funds appropriated by county and local boards for the purchase of library materials.

2. Ibid., pp. 28-47.

The purpose of Bulletin Number 27, "State Adopted Library Books for Florida Schools" is to recommend desirable books which will supplement textbooks and aid in enriching and extending the school program. The titles recommended were selected by a committee composed of teachers, librarians, and principals who examined thousands of books and consulted standard library lists.

A well-rounded library contains materials on all phases of child development--mental, physical, emotional, and social. Books selected should include those that tell of the contributions of mankind in the fields of human endeavor such as science, history, mathematics, art, literature, and religion; those that portray life and customs of peoples; those that tell how to get along and work with others; those that lead to worthwhile leisure time activities; and those that can be read for fun and enjoyment.

The titles in Bulletin 27 are grouped into sections by grade levels: 1-3, 4-6, 7-9, and 10-12. The symbols "E", "A", and "M" (Easy, Average, and Mature) indicate the reading difficulty.

A subject index is especially helpful in the selection of materials for specific units or topics.

All teachers in the school participate in the selection of books for the central library. These books are available to the school as a whole rather than to individual classrooms.³

3. State Department of Education, "State Adopted Library Books for Florida Schools," Bulletin No. 27, pp. iv-viii.

After studying Bulletin 27 carefully and checking the books on hand at the time, teachers chose those titles which they considered would be most helpful in building their program for the following year. In the light of this information, requisitions were made for books desired.

3. Making Evaluations

Chart L.

| | | | |
|------------------------------------|----|-----------------|-----------------|
| Bulletin | 2 | General | Pages 272 - 306 |
| | 2 | Teachers | 307 - 339 |
| | 9 | Teachers | 301 - 308 |
| Florida School Bulletin (May 1948) | | | |
| | | Social Behavior | 22 - 25 |
| Bulletin | 9 | Language Arts | 149 - 150 |
| | 46 | Language Arts | 26 - 30 |
| | 47 | Language Arts | 35 - 40 |

The term evaluation is by no means synonymous with measurement. Evaluation implies a process by which the values of some undertaking are determined and is a many-sided and complex affair. To measure something is to determine the amount of its essential parts. The administering of a test to determine how well the pupil has learned some specific facts is a type of measurement.

Passing judgment on the adequacy of the pupil's understanding of facts and ability to use them in other situations is an

act of evaluation. Measurement gives one information about the status of something under consideration; evaluation carries the process on beyond the observable data.⁴

This study is concerned with the evaluation of teacher growth and pupil behavior.

Teacher growth refers to the improvement in teaching through an increase in knowledge and teaching skills, a deepening of insights into child growth and development, a broadened understanding of existing conditions, and growth in human relationships.

Pupil behavior refers to all reactions of the pupil including his learning, his adjustments, his attitudes, and his personal characteristics.

An effective evaluation program can not be set up for certain periods in the year alone. It must be a continuous process and must give many opportunities for self-appraisal of teachers and pupils. It should give opportunities to judge, to discriminate, and to evaluate activities.

Near the end of the year, time should be devoted to a comprehensive evaluation of the year's work in the light of the school's philosophy and objectives.

Bulletin Number 2⁵ warns that in making appraisal of any kind great caution should be observed. The evaluator must keep in mind the total picture and must sense relationship between

4. A. S. Barr, William H. Burton, Leo J. Brueckner, Supervision, p. 755.
5. State Department of Education, "Ways to Better Instruction in Florida Schools," Bulletin No. 2, pp. 280-295.

what is happening to the individual at the present time and what has happened in the past. He must also try to visualize the effect the present happenings are to have on the person's future. It should be remembered that conceptions of values may shift in terms of person, place, time, and need. All evaluations depend on the intelligence and sensitivity of persons making them. The responsibility for developing an evaluation program rests with the entire faculty of the school. To serve as a guide, criteria for making appraisals should be built. However, it must be kept in mind that such criteria can not be fixed. They must be made in terms of the needs of the persons and of the community.

By using pages suggested in Chart L from the State Bulletins during the year and by studying the school program carefully the following criteria were developed:

The Teacher:

1. Shows a desire for self-improvement
2. Contributes toward the improvement of the school program
3. Has broad interests and refined tastes
4. Gets along well with others
5. Is kind, sympathetic, and understanding
6. Is skillful in room and group management
7. Investigates, utilizes, and records significant information about the pupils
8. Adapts materials and methods to pupils' needs

9. Provides occasions for pupil participation in planning and evaluating the school work
10. Provides opportunities for working together and for sharing
11. Motivates work through creating an awareness of a need
12. Integrates learning with life experiences
13. Utilizes community resources in the school program
14. Provides for a direct-teaching phase during which facts and skills are taught effectively
15. Helps pupils to become more independent and to assume responsibility for self direction
16. Creates in pupils a liking for the study undertaken and a desire to know more about it

The Pupil:

as a person

1. Has self-confidence and self respect
2. Has a sense of responsibility for the care of himself and of personal property
3. Is resourceful
4. Uses self control
5. Is faithful to his promises
6. Has good health habits
7. Gives attention to personal appearance
8. Is creative
9. Has the ability to concentrate
10. Carries undertakings through to a finish

11. Completes assignments on time
12. Is interested in many things
13. Uses leisure time wisely
14. Has developed the ability to think reflectively--
associates new knowledge and new meanings with old
15. Seeks explanations of causes and consequences

as a member of a group

1. Takes part in group activities
2. Is a good leader
3. Is a good follower
4. Waits his turn
5. Is courteous to associates
6. Has a sense of fair play
7. Makes contributions to group projects
8. Shares materials with others
9. Has consideration for the rights of others
10. Is willing to abide by the decisions of the group
11. Takes care of public property
12. Practices making intelligent evaluations
13. Respects authority and obeys rules and regulations
14. Realizes that privileges also carry responsibilities

in the Language Arts Program

1. Has developed a keen interest in reading
2. Has the ability to find answers to questions
through reading
3. Can analyze and interpret reading material
4. Has developed the habit of reading for specific

information

5. Has the ability to use various skills to "unlock" new words
6. Reads for recreation
7. Knows how to make adjustments when reading for different purposes
8. Reads orally so others enjoy listening
9. Knows how to select and use reference materials
10. In all writing gives attention to formation, neatness, and legibility
11. Pronounces and spells words correctly in all work
12. Has a knowledge of word building
13. Knows the meanings of all words used
14. Is increasing his vocabulary consistently
15. Is habitual in the use of good oral and written English
16. Communicates ideas accurately in both speaking and writing
17. Has an appreciation of good literature
18. Is developing creative talent

4. Making Evaluations (continued)

Chart M.

| | | | |
|----------|----|----------------|-----------------|
| Bulletin | 9 | Social Studies | Pages 170 - 171 |
| | 30 | Social Studies | 19 - 29 |
| | 9 | Science | 193 - 195 |
| | 9 | Numbers | 218 - 219 |
| | 26 | Numbers | 121 - 123 |
| | 9 | Art-Music | 242 - 244 |
| | 9 | Health | 267 - 270 |
| | 4 | Health | 131 - 132 |

The Pupil:

in the Social Studies Program

(a) Growth in Social Behavior

1. Shows initiative
2. Is able to make adjustments to group living
3. Has an appreciation of community resources--uses and conserves them wisely
4. Is becoming acquainted with the work and the contributions of other types of communities
5. Is understanding of other cultures and economic groups
6. Is expanding his horizon of interests

(b) Growth in Social Information

1. Has a knowledge of the leading local products,

industries, and activities and shows growth in understanding of their reasons

2. Is beginning to learn about various forms of group control
3. Is learning fundamental facts about the earth and of how man has met problems of his environment
4. Is developing a knowledge of important historical incidents, places, and individuals
5. Exhibits an interest in current events and problems
6. Is growing in an understanding of the interdependence of people and resources of the community, state, nation, or world

(c) Growth in Techniques and Skills

1. Is developing the ability to investigate and discuss problems cooperatively
2. Is learning to use source materials effectively
3. Analyzes and interprets data--pictures, charts, figures, and maps--in accord with his maturity

in the Science Program

1. Is developing an acquaintance with the earth and with living things
2. Has an inquiring mind
3. Makes careful observations of surroundings
4. Shows an interest in building science collections--pictures, models, and specimen
5. Gathers data before drawing conclusions

6. Is open minded and willing to revise opinions on the basis of new evidence
7. Senses the relationship between cause and effect
8. Is beginning to recognize the important part science advances make in social change
9. Is widening his fields of interest

in the Numbers Program

1. Recognizes the relationship of numbers to every day living
2. Is increasing in skill in the use of mental arithmetic to solve daily problems
3. Is building a meaningful vocabulary of quantitative words
4. Is developing clear concepts of time, length, and mass and is able to use this knowledge in concrete situations
5. Is increasing in the ability to think through and to solve problems
6. Is developing skill in the abstract number processes
7. Has developed habits of neatness and accuracy

in the Art and Music Programs

1. Is developing skill in handling various tools, materials, mediums, and techniques introduced
2. Sees beauty in every day surroundings
3. Relates art to all other activities through neatness, arrangement, and color combinations

4. Enjoys singing
5. Is developing a sense of rhythm
6. Shows creative ability in both art and music
7. Is developing a love for good art and music
8. Shows the ability to select art and music materials more wisely
9. Uses art and music to enrich other experiences

in the Healthful Living Program

1. Gives attention to cleanliness of person and clothing
2. Observes good sitting, standing, and walking postures
3. Knows how and when to relax and to rest
4. Eats a wide variety of foods
5. Avoids exposing others to colds or other communicable diseases
6. Has a good attitude toward the nurse, doctor, and dentist
7. Shows interest and effort toward the correction of defects
8. Has good emotional balance
9. Co-operates in maintaining a healthful environment
10. Observes traffic rules in walking and in riding bicycles
11. Recognizes that health and safety are both individual and social problems

12. Takes an interest in Physical Education activities
13. Is learning many games which will improve his recreational habits
14. Is improving in coordination and bodily control
15. Is developing a sense of good sportsmanship

These criteria will serve as a guide in making evaluations of pupil growth. The final evaluation of an educational program can be made only as the individual uses the resources which have been made available to him in meeting real life situations.

MAIN CONCLUSIONS

The bulletins published periodically by the State Department of Education furnished invaluable material for the school's study groups. However, intelligent reading, thoughtful consideration, and much discussion were necessary to obtain the ultimate good from them.

The explanations of the methods of bulletin construction and issuance gave the teachers a clearer conception of the present trends and made them realize that these are not "fixed" documents which are "handed down" but are guides which aid them in their own thinking and planning.

The periods devoted to the study of the school's philosophy and objectives helped the teachers to give thoughtful consideration to local problems, to refine their thoughts and to synthesize their beliefs into concrete words, and also gave them a broadened perspective of their educational responsibilities.

Studies of schedule making led to programs which were better balanced in regard to activity and rest periods, which eliminated short periods of unrelated study, and which allowed more pupil participation in planning.

An analysis of the school problems made the teachers aware of the issues which are facing them in the local school, the community, and the state and challenged them to attempt to meet these problems.

A broadened conception of the place of the school in the community helped to integrate school activities with community life and thus to make education more functional. It helped both teachers and pupils to develop an understanding of economic processes and social problems and provided avenues through which to enrich the program.

A realization that guidance is a part of every school activity with all members of the school staff responsible for its success gave teachers a renewed zeal for considering in their planning the development of the whole child--his personality development, social behavior, physical well-being, and training problems.

Studies on various plans of grouping led to the conclusions that no one method of grouping is best; that some method of grouping is advisable for efficiency in teaching and for furnishing opportunities for association of children with others of similar social maturity levels; that a flexible plan of grouping based on children's needs and interests and subject to revision when these have changed is advisable, and that grouping must also include a modification of curriculum and of methods.

A comprehensive study of unit teaching brought the conviction that this method avoids the division of subject matter into unrelated sections; stimulates interest; provides for the development of initiative and creativeness; and relates school experiences to life situations, therefore is an invaluable way of organizing teaching-learning materials.

However, precautions were taken not to go to the extreme in

unit teaching without due regard for all three teaching phases-- the integration, the direct-teaching, and the individual needs. Unit teaching provided a means of integrating learning experiences and furnished motivation for the pupils. It was realized that emphasis must be placed on the acquiring of skills which had to be learned through direct-teaching with thought given to continuity of materials.

In order to help each individual to achieve the best development of which he is capable, the teachers allowed times for individualized instruction to assist those who did not learn in the same manner as the majority of the group.

Studies of state adopted textbooks and library books broadened the teachers' knowledge of various types of material available; of things to consider in making requisitions; and of ways to use materials on hand more efficiently.

The developing of criteria for making evaluations gave opportunities for critical thinking and self-analysis of both teachers and pupils, and furnished stimulus for future improvement.

These faculty study groups conducted on democratic principles served as means of stimulating teacher interest and facilitating teacher growth. They provided opportunities for each to participate in planning, in sharing ideas, and in making evaluations.

The coordinated efforts of principal, teachers, and pupils in integrating learning with life situations and in broadening horizons result in unlimited growth for all participants.

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